

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

School Results

School: William S. Cohen School

District: Bangor School Department

Code: 1011-1164



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Grade Level Summary Report

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	129			256			14,085			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	125	123	124	249	248	249	13,745	13,743	13,696	97	95	96	97	97	97	98	98	97
With an approved accommodation	29	27	29	38	36	38	2,196	2,203	2,078	23	22	23	15	15	15	16	16	15
Current LEP Students	1	1	1	1	1	1	353	360	352	1	1	1	<1	<1	<1	3	3	3
With an approved accommodation	0	0	0	0	0	0	130	136	132	0	0	0	0	0	0	37	38	38
IEP Students	23	22	23	45	45	46	2,147	2,146	2,131	18	18	19	18	18	18	16	16	16
With an approved accommodation	22	21	22	29	28	29	1,745	1,753	1,676	96	95	96	64	62	63	81	82	79
Students not tested in NECAP	4	6	5	7	8	7	340	342	389	3	5	4	3	3	3	2	2	3
State Approved	4	6	5	5	6	5	244	239	243	100	100	100	71	75	71	72	70	62
Alternate Assessment	2	3	2	3	3	2	204	200	202	50	50	40	60	50	40	84	84	83
First Year LEP	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	2	3	3	2	3	3	37	39	38	50	50	60	40	50	60	15	16	16
Other	0	0	0	2	2	2	96	103	146	0	0	0	29	25	29	28	30	38

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	129	4	0	125	21	17	81	65	20	16	3	2	849	249	21	59	16	4	850	13,745	19	57	17	6	848
MATH	129	6	0	123	24	20	61	50	24	20	14	11	845	248	22	46	17	15	844	13,743	16	45	19	20	842
WRITING	129	5	0	124	19	15	73	59	27	22	5	4	845	249	15	51	24	9	843	13,696	12	46	31	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Reading Results

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

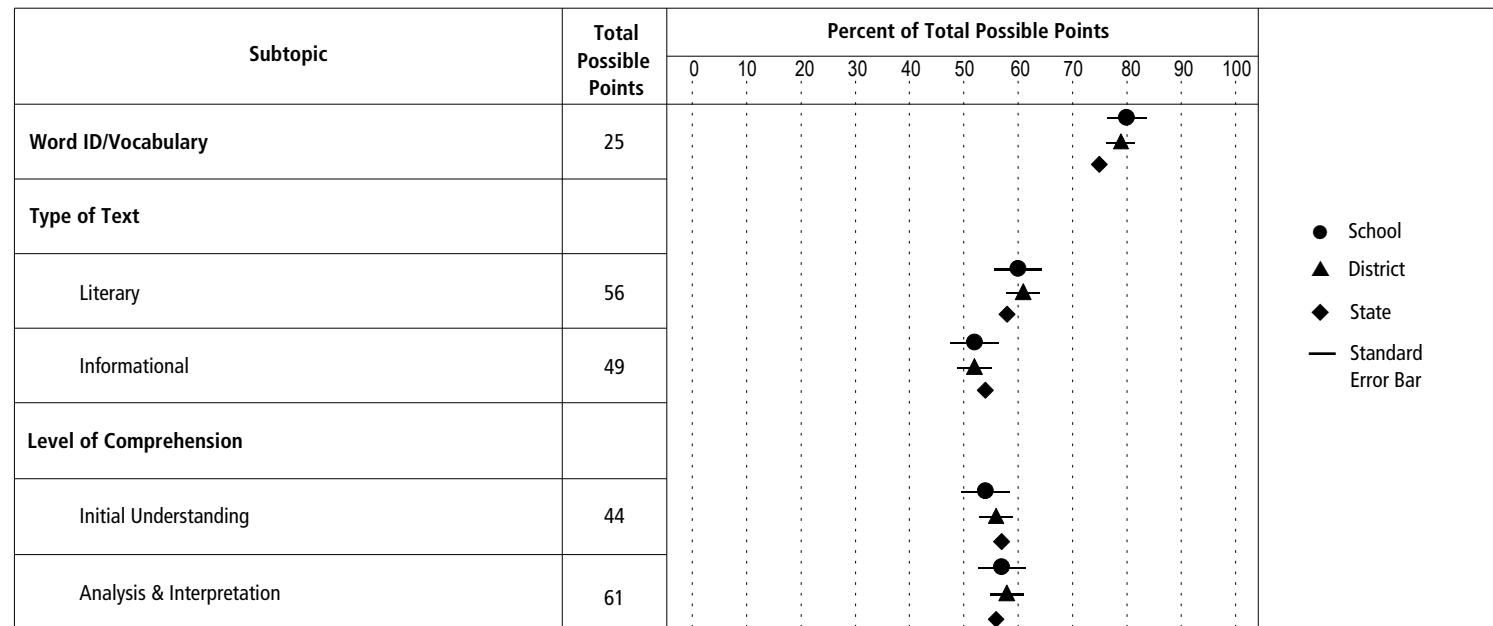
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	125	3	0	122	40	33	63	52	17	14	2	2	853
2011-12	141	8	1	132	27	20	86	65	18	14	1	1	850
2012-13	129	4	0	125	21	17	81	65	20	16	3	2	849
Cumulative Total	395	15	1	379	88	23	230	61	55	15	6	2	851
District													
2010-11	253	9	1	243	68	28	137	56	36	15	2	1	852
2011-12	274	15	5	254	67	26	150	59	35	14	2	1	852
2012-13	256	5	2	249	53	21	148	59	39	16	9	4	850
Cumulative Total	783	29	8	746	188	25	435	58	110	15	13	2	851
State													
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
2012-13	14,085	244	96	13,745	2,653	19	7,877	57	2,380	17	835	6	848
Cumulative Total	42,850	758	358	41,734	7,927	19	23,524	56	7,856	19	2,427	6	848





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Reading Results

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	129	4	0	125	21	17	81	65	20	16	3	2	849	249	21	59	16	4	850	13,745	19	57	17	6	848
Gender																									
Male	68	2	0	66	5	8	43	65	16	24	2	3	846	135	15	62	19	4	848	7,099	14	58	20	8	846
Female	61	2	0	59	16	27	38	64	4	7	1	2	853	114	29	56	11	4	852	6,646	25	57	14	4	851
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										6						204	10	63	21	6	846
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										5						115	3	64	24	8	843
Asian	2	0	0	2										5						195	32	49	14	5	852
Black or African American	3	0	0	3										10	20	40	30	10	847	384	8	45	26	21	840
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	120	4	0	116	19	16	77	66	17	15	3	3	849	217	21	61	15	3	850	12,632	20	58	17	6	849
Two or more races	0	0	0	0										6						208	16	60	18	6	848
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						353	4	43	32	21	838
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	1	0	0	1										1						44	34	64	2	0	856
All Other Students	127	4	0	123	20	16	80	65	20	16	3	2	849	247	21	60	16	4	850	13,339	20	58	17	6	849
IEP																									
Students with an IEP	27	4	0	23	1	4	9	39	10	43	3	13	840	45	4	40	38	18	839	2,147	2	31	42	26	835
All Other Students	102	0	0	102	20	20	72	71	10	10	0	0	852	204	25	64	11	<1	852	11,598	23	62	13	2	851
SES																									
Economically Disadvantaged Students	52	2	0	50	8	16	28	56	11	22	3	6	847	128	17	55	21	6	847	6,590	10	57	24	10	844
All Other Students	77	2	0	75	13	17	53	71	9	12	0	0	851	121	26	64	10	1	853	7,155	28	58	11	3	852
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	129	4	0	125	21	17	81	65	20	16	3	2	849	249	21	59	16	4	850	13,741	19	57	17	6	848
Title I																									
Students Receiving Title I Services	1	0	0	1										109	28	53	17	3	851	1,781	11	54	27	8	845
All Other Students	128	4	0	124	21	17	81	65	19	15	3	2	850	140	16	64	15	4	849	11,964	20	58	16	6	849
504 Plan																									
Students with a 504 Plan	7	0	0	7										14	7	57	36	0	843	515	13	61	21	5	847
All Other Students	122	4	0	118	20	17	78	66	17	14	3	3	850	235	22	60	14	4	850	13,230	20	57	17	6	849

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Mathematics Results

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

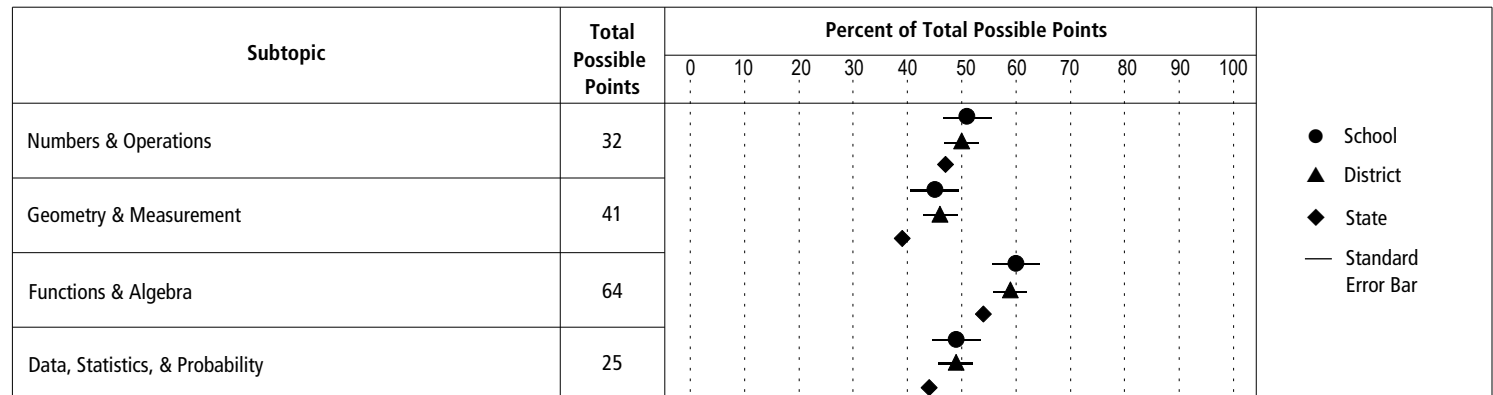
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	125	3	0	122	43	35	50	41	15	12	14	11	847
2011-12	141	9	1	131	37	28	57	44	20	15	17	13	846
2012-13	129	6	0	123	24	20	61	50	24	20	14	11	845
Cumulative Total	395	18	1	376	104	28	168	45	59	16	45	12	846
District													
2010-11	253	9	1	243	78	32	99	41	39	16	27	11	846
2011-12	274	16	6	252	61	24	111	44	46	18	34	13	845
2012-13	256	6	2	248	54	22	113	46	43	17	38	15	844
Cumulative Total	783	31	9	743	193	26	323	43	128	17	99	13	845
State													
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
2012-13	14,085	239	103	13,743	2,174	16	6,209	45	2,635	19	2,725	20	842
Cumulative Total	42,850	720	391	41,739	6,858	16	18,138	43	8,685	21	8,058	19	842





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Mathematics Results

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	129	6	0	123	24	20	61	50	24	20	14	11	845	248	22	46	17	15	844	13,743	16	45	19	20	842
Gender																									
Male	68	3	0	65	13	20	27	42	15	23	10	15	844	134	21	45	16	18	843	7,095	16	44	20	21	842
Female	61	3	0	58	11	19	34	59	9	16	4	7	846	114	23	46	18	12	844	6,648	16	46	19	19	842
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										6						206	10	50	15	26	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										5						114	5	42	27	25	838
Asian	2	0	0	2										5						195	28	43	15	15	845
Black or African American	3	0	0	3										10	0	60	20	20	841	389	4	28	20	48	833
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	120	6	0	114	22	19	56	49	23	20	13	11	845	216	22	45	18	15	844	12,626	16	46	19	19	842
Two or more races	0	0	0	0										6						206	13	49	19	20	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						360	3	25	21	51	832
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	1	0	0	1										1						44	16	70	11	2	846
All Other Students	127	6	0	121	22	18	61	50	24	20	14	12	845	246	21	46	17	15	844	13,330	16	46	19	19	842
IEP																									
Students with an IEP	27	5	0	22	0	0	7	32	3	14	12	55	836	45	0	20	18	62	832	2,146	2	16	20	62	830
All Other Students	102	1	0	101	24	24	54	53	21	21	2	2	847	203	27	51	17	5	847	11,597	18	51	19	12	844
SES																									
Economically Disadvantaged Students	52	3	0	49	7	14	18	37	14	29	10	20	842	128	15	38	23	24	841	6,592	7	39	24	29	838
All Other Students	77	3	0	74	17	23	43	58	10	14	4	5	847	120	29	53	12	6	847	7,151	24	51	15	11	845
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	129	6	0	123	24	20	61	50	24	20	14	11	845	248	22	46	17	15	844	13,739	16	45	19	20	842
Title I																									
Students Receiving Title I Services	1	0	0	1										110	25	42	15	19	843	1,784	8	33	30	30	838
All Other Students	128	6	0	122	24	20	61	50	24	20	13	11	845	138	20	49	20	12	844	11,959	17	47	18	18	842
504 Plan																									
Students with a 504 Plan	7	0	0	7										14	14	36	36	14	842	513	12	42	25	21	841
All Other Students	122	6	0	116	23	20	58	50	21	18	14	12	845	234	22	46	16	15	844	13,230	16	45	19	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Writing Results

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

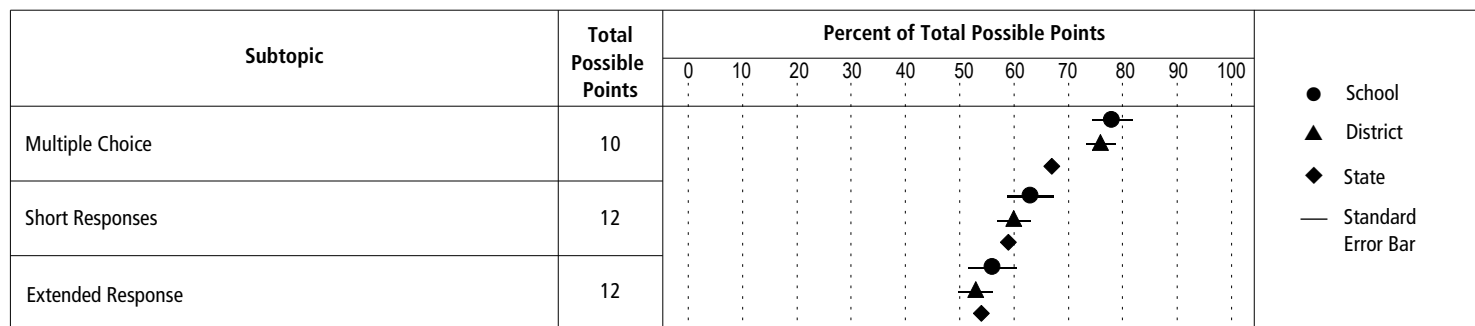
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	125	3	1	121	29	24	59	49	32	26	1	1	846
2011-12	141	8	1	132	11	8	67	51	53	40	1	1	842
2012-13	129	5	0	124	19	15	73	59	27	22	5	4	845
Cumulative Total	395	16	2	377	59	16	199	53	112	30	7	2	844
District													
2010-11	253	9	4	240	45	19	110	46	77	32	8	3	844
2011-12	274	15	6	253	24	9	129	51	94	37	6	2	842
2012-13	256	5	2	249	37	15	128	51	61	24	23	9	843
Cumulative Total	783	29	12	742	106	14	367	49	232	31	37	5	843
State													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
2012-13	14,085	243	146	13,696	1,613	12	6,248	46	4,198	31	1,637	12	841
Cumulative Total	42,850	762	521	41,567	3,611	9	18,696	45	14,552	35	4,708	11	840





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Writing Results

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	129	5	0	124	19	15	73	59	27	22	5	4	845	249	15	51	24	9	843	13,696	12	46	31	12	841
Gender																									
Male	68	2	0	66	4	6	37	56	21	32	4	6	841	135	7	49	31	13	840	7,068	6	38	38	18	837
Female	61	3	0	58	15	26	36	62	6	10	1	2	849	114	24	54	17	5	846	6,628	18	54	23	5	844
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										6						204	6	52	28	14	840
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										5						114	5	30	44	21	836
Asian	2	0	0	2										5						195	16	56	22	6	845
Black or African American	3	0	0	3										10	10	30	50	10	839	382	5	37	38	20	836
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	120	5	0	115	18	16	68	59	24	21	5	4	845	217	15	52	24	9	843	12,590	12	46	31	12	841
Two or more races	0	0	0	0										6						204	9	48	28	15	840
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						352	3	36	39	22	836
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	1	0	0	1										1						44	14	64	20	2	845
All Other Students	127	5	0	122	18	15	72	59	27	22	5	4	845	247	15	51	25	9	843	13,291	12	46	30	12	841
IEP																									
Students with an IEP	27	4	0	23	0	0	7	30	11	48	5	22	835	46	0	24	33	43	832	2,131	1	14	42	43	829
All Other Students	102	1	0	101	19	19	66	65	16	16	0	0	847	203	18	58	23	1	845	11,565	14	51	29	6	843
SES																									
Economically Disadvantaged Students	52	2	0	50	6	12	26	52	13	26	5	10	842	129	10	44	29	16	840	6,554	5	39	38	18	837
All Other Students	77	3	0	74	13	18	47	64	14	19	0	0	847	120	20	59	19	2	846	7,142	18	51	24	7	844
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	129	5	0	124	19	15	73	59	27	22	5	4	845	249	15	51	24	9	843	13,692	12	46	31	12	841
Title I																									
Students Receiving Title I Services	1	0	0	1										110	15	45	28	13	841	1,773	7	37	40	16	838
All Other Students	128	5	0	123	19	15	73	59	26	21	5	4	845	139	15	57	22	6	844	11,923	13	47	29	11	841
504 Plan																									
Students with a 504 Plan	7	0	0	7										14	0	36	57	7	837	511	5	39	40	17	838
All Other Students	122	5	0	117	19	16	69	59	24	21	5	4	845	235	16	52	23	9	843	13,185	12	46	30	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.